



Cordalba State School

‘Tis not winning ‘tis taking part that counts

2016 Explicit Improvement Agenda

READING / NUMERACY



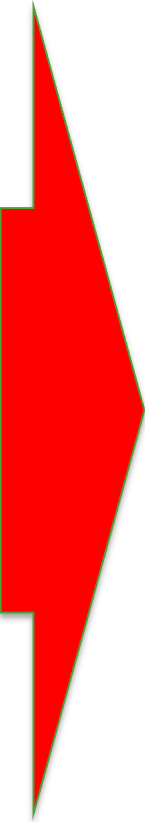
Improvement Strategy (linked to AIP)

Reading

- Deliver oral language activities that target **phonological and phonemic awareness** Dr Carol Christensen / Early Language program Prep/Year3
- Implement screeners to identify those students requiring assistance with phonological awareness and letter / sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
- **Continue to embed a balanced reading program**
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. **1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Embed **comprehension strategies** eg Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Ensure the 5 aspects of reading are explicitly addressed ie: **1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading
- Interactive teaching and learning

Numeracy

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- With PEAAC support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in reading
- Interactive teaching and learning



TARGETS- 2016

Student Attendance
94 %

STUDENT ACHIEVEMENT-
• **80%** C or better in English, Math and Science

ACHIEVEMENT- NAPLAN
• **% of students achieving U2B**

U2B	Yr 3	Yr 5
Reading	40%	40%
Numeracy	32%	40%